

# CHILD-WELFARE MAGAZINE

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## President's Desk

CHILD WELFARE MAGAZINE enters its tenth year with this issue. To the many good friends who have contributed valuable articles on every phase of child welfare, to the readers in all parts of the world who are using it as a guide and translating its messages into other languages the editors express appreciation and gratitude. The magazine was established to make opportunities better for all children, through better understanding of childhood needs, and through careful study of conditions in home, church, school, and state, where more efficient methods of child nurture and care would be the salvation of thousands of little ones.

Mothers have been waking to the fact that organization for child study, for united work for child welfare can bring about changes that alone would be delayed many years.

Those who have seen the vision of what this world would be if every little child could have such care as would bring out the divinely implanted possibilities for good and useful life, pray that the eyes of those who are yet blind may be opened, and that in steadily increasing ranks men and women may enlist in service to the children.

So much that is honestly designed for child welfare is planned by those who do not understand children, that well-intentioned schemes fail in attaining the desired results.

CHILD WELFARE MAGAZINE is giving this broad view of child-life its conditions, and the pros and cons of system and methods. It has a message for every thoughtful person.

Its only circulation managers are its readers. If it has helped *you*, Will you get a friend to subscribe and so double its usefulness?

The different points of view which are held with equal conscientiousness by good men and women as to the live questions of the day make it difficult for many mothers to decide what is right and what is wrong. A London mother writes: "It seems very sad to me that only two ideas regarding the war have materialized as to whether 'non-resistance' or 'self-defense' is right! Two aspects of the case have not been touched upon—combating evils, and doing what is right for a neighbor without thought of self. See the parable of the Good Samaritan.

"If a big boy saw a little one being abused by a bully, should he sit on a fence and say, 'I have been taught it is wrong to fight,' and do nothing to help the little boy? If we are only to fight in *self-defense*, then he should continue to sit on the fence, but I deny that *self-defense* is any justification for fighting. I think that we are placed in this world to do our best to destroy all that we know to be evil. If we use the 'non-resistance' plan for drains,

flies, black beetles, etc., what would be the result? And if we do not resist evil by *fighting* against it, external or spiritual evil, as it may be, we would shrivel up and become of no use. And this for the sake of *the neighbor*—not for *ourselves*.

"I beg of some minister, or some one who has the 'pen of a ready writer,' to write us an article on bravery—not the humility of Uriah Heep—the bravery of our Lord, who never hesitated to show us the right and the true way by really fighting evil. And it was never for Himself, who was above it all, but for others, and on the side of right. He laid down His life for His friends.

"'Self-defense' and 'non-resistance' seem to me to be cowardly when evil is rampant."

Mrs. F. Marion Barker, 734 Sheridan Road, Waukegan, Illinois, has accepted the chairmanship of the Department of Child Hygiene in National Congress of Mothers and Parent-Teacher Association, for the states east of the Mississippi River. Mrs. Barker was a physician of note before her marriage, and specialized on treatment of women and children. She is in every way qualified to ably guide this important department.

Every state chairman of the Child Hygiene Department should be in close touch with her.

Every chairman in every local circle should be in touch with the state chairman.

In that way a well-organized work can be done in saving babies and in education of mothers as to infant hygiene.

The ability to do efficient work will depend on the coöperation given the national chairman by each state and local association in the congress. Will you write at once to Mrs. Barker, giving the name of chairman in your state and local association?

Mrs. F. R. Albee, Portland, Oregon, has accepted the Child Hygiene Chairmanship for states west of the Mississippi which has been ably led by Mrs. R. H. Tate. The duties of chairman of Oregon Child Welfare Commission made it necessary for Mrs. Tate to give up the Child Hygiene Chairmanship. Mrs. Albee is wife of the mayor of Portland, a woman of wide experience whose life is consecrated to things of real value.

If every state and local chairman of child hygiene will communicate with Mrs. Albee, informing her that they are ready to coöperate, many thousand babies will be saved. Pamphlets on "The Care of the Baby" will be sent free to all mothers of children under two whose names are sent by local and state chairmen. The Home Education Division of the Bureau of Education is coöperating with the National Congress of Mothers in this far-reaching educational work, by distribution of these valuable bulletins.

When Utah was granted statehood it was on the solemn promise that plural marriages should cease. Notwithstanding that promise the President, Joseph F. Smith acknowledges its violation in his own case, and with this example it could not be expected that his followers would regard the promise as binding. The Eccles case in Salt Lake City has revealed the sorrows of women who, knowing they were breaking the law of the land, yet entered into plural marriages.

Mrs. Eccles third, commonly known as Mrs. Geddes, was a witness in Washington before the Senate Committee on Privileges and Elections and denied that she was married to Eccles. She now says she perjured herself. She can no longer swear away her sixteen-year-old son's birthright, and so she reveals the secret (?) and gains for her boy a share of the inheritance which is divided between Eccles' thirty-three children, upwards of \$200,000 coming to each.

The court decided that the paternity of the boy was proved. It however made a decision that puts the stain of illegitimacy on every child born outside of monogamous marriage since the manifesto.

The innocent children of these plural marriages are the real sufferers, and from the hands of their parents are dealt an irreparable injury.

The National Reform League will present a bill to the next Congress of the United States, providing for a constitutional amendment, giving the government power to deal with polygamy, and thus prevent the continuance of these wrongs to children yet unborn, this defiance of civil and divine law.

In a letter from Senator Geo. R. Edmunds in 1906 he said:

"The best and, as I think, the only sure means of repressing and finally terminating the crime of polygamy in the United States is in a Constitutional Amendment prohibiting polygamy in all its forms and enforcing the prohibition through the executive power of prosecution and the judicial power, trial and punishment."

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### **The Sacred Shrine**

On mountain side, in valley fair,  
By ocean's wave and river's brink,  
Midst forests green, on prairie wide, —  
Are seen the signs of man's desire  
To live in harmony with God —  
The sacred shrines.

In some are seen the rude attempt  
Of man's untutored, inner soul  
T' unfold his struggling, longing heart;  
In others, skill of artist's brush  
And chisel shadow forth a more refined  
And clearer vision of their God, —  
These sacred shrines.

But nowhere purer worship greets  
The loving heart of God on high,  
Than when the childish prayer ascends  
Beside God's altar — mother's knee —  
A living altar, glowing with  
The holiest fire, — true mother-love.  
Most sacred shrine!

REV. SHERMAN G. PITT

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### **Mother's Arms**

Oh, I can see you, little one.  
Peak-a-boo.  
You thought that you could hide from me  
Did you!  
But I can catch you little girl,  
So quick.  
E'en though you try your best to run.  
What fun!  
And make you laugh like the shining sun!  
You're mine.  
Oh, how the dimples come and go.  
Just so.  
Oh my, oh my! you must not cry.  
There go.

Then I will catch you once again,  
Then, oh then.  
Alas! Alas! you little rogue;  
You know the place you need not fear  
Oh dear!  
And into Mother's arms you've gone  
Gone!  
For harm can never reach you there;  
You know.  
And I am conquered—in despair.  
Oh! Oh!

HELEN M. PARSONS.

158 Lincoln Road,  
Brooklyn, N. Y.

## Bulgaria Wants Congress of Mothers\*

By ZORITZA D. FURNAJIEFF

So far, we are in peace, in the midst of so many of our neighbors, who are in war; and our longing and prayer is that this bloodshed be stopped, for it has made life very hard for those who fight, and those who are in constant suspense as to the outcome of all this turmoil. The poor people suffer greatly on account of the high cost of living. The war is too fresh in our minds, for indeed there are yet in our hospitals soldiers sick from the war, and two large school-houses are yet full with Macedonian refugees, depending for their daily bread on the government. Merchants are daily complaining that business is almost stopped and the young men are on the lookout to be called at any moment, although at the same time hoping that they may be spared more fighting.

In the midst of all these conditions people hunger after the better things and are more than willing to hear "good news"—something to inspire and encourage them to a higher and better life.

It has been a delight and privilege to witness this fact during the past few months. I will write you about it, because your work, *i. e.*, the work of the National Congress of Mothers has been the topic on which I have lectured in eleven cities and will continue the work as long as peace gives me the opportunity to do so. While in America, the burden on my soul was to bring before the American people the truth about the Balkan War and conditions in Bulgaria, so as to defend my country against the many false charges against it; while now the burden laid on my heart is to bring before my own dear countrymen the vision "of what is being done by the mothers and fathers of America for the uplift and welfare of the mother and the child."

I know it is God's leading, for the way is opened and people flock

together by hundreds to hear, and already in several places they are taking measures to organize mother's meetings and to see to reforms in our prisons, etc.

In all these eleven cities the largest halls and theatres have been opened for these lectures. In some places over 600 people have attended, mothers, teachers, priests, and statesmen. I felt that being asked to be the delegate to the Congress by Bulgaria, it was my duty to give my report (not of what I did previous to the Congress), but of what I saw at the Congress and the impression I received in using your power of mother-love for the benefit of the child, and the needy mother in so many ways. At the same time I am gathering a list of names of those who are willing gratis to translate some of the literature the congress is publishing. I have already given some of the booklets I had on hand, but am in great need of more. There are many willing hands to help in the work and the sooner we can have the booklets, leaflets, magazines, constitution, etc., so much the better. They have already asked me how to organize such meetings and desire a copy of the Constitution of the Mothers' Congress. I am reading CHILD WELFARE MAGAZINE and using some of the material of CHILD WELFARE MAGAZINE in the lectures and intend to send some of the articles to be translated.

I wish you could see for yourself the great interest with which mothers listen to what you are doing and what longing and willingness is shown in their eyes and expressed by their words to follow your example by helping the Bulgarian mother and child, so as to be ready at the roll-call of the nations to answer "Here we are the mothers of Bulgaria, ready to join in the chain of love to uplift the motherhood and the childhood of all the world by doing our

\* Letter to Mrs. Schoff.



best at home (our corner of the world)."

The government has given me a free ticket on the trains for the large cities, and as soon as I can start again I am going to visit the cities of North Bulgaria and some of South Bulgaria. I have to come home to rest after a trip of two or three weeks, for I get tired now more than I did before; yet the daily strength is surely given me by Him, Who is the "Father of all, the Friend of the young, the Lover of the little ones." Our orphanage is doing well. The little ones are as dear as can be. The way food and clothing cost now, we will not be able to support them for more than three years, but our eyes are upon Him, Whose they are, and Who has the Heart of people to prompt them to help us in the work on hand.

A small sum has come in answer to the lectures here and we hope that as time goes on, we will be able to have friends both from America and Bulgaria, who will feel it a privilege and joy to continue the work as the needs appear.

A few days ago we received a check from Dr. Sandison in which was included the sum of \$123 which was contributed as a token of love and sympathy by the mothers at the Third International Congress on Child Welfare.

Express to the mothers of the Congress the deep gratitude and appreciation felt by us all and the gratitude of the little ones, who depend for their life on the love of such mothers and friends.

The photographs of the members of the Board of the Mothers Congress, *i. e.*, the officers and vice-presidents is on my table, so I have the privilege of often looking at your dear, happy face, that suggests to me an active mother, busy for the good of the many mothers who shall some day thank you face to face, although now they may know you only by the influence of your work and life-power expressed in your writings.

It is wonderful how people in different parts of the world work

simultaneously on the same or similar ideas without having any communication or suggestions from each other. In my work now, I find in several places work done for years in similar lines as undertaken by the Mothers' Congress; mother's meetings, "father's meetings," and even some good work done among the prisoners. In several cities the schools have parent-teacher meetings, summer colonies for the weak students, daily meals for the poor students granted them free. It is easier to speak on these topics for it shows that people have been ready for them and have worked on some of them in one or another way.

I am sure it will be of great interest to you to know that in Sofia, the capital, our Evangelical Woman's Society has the permit granted us to visit the prisoners (the women) and we are trying to have the same right given to the Young Peoples' Society to visit the younger people, and the older men to visit the men at the prisons. The mothers at our monthly mother's lectures, which we have had for nearly 16 years, sent a signed petition before the ministry of Education and that of the Interior to plead that children below 16 years of age, whether students or not, shall not be allowed to visit the moving-picture shows nor the theatres unless the films and plays are especially prepared for the children. A similar petition had been sent a year ago by the city police-station, seeing the effects of these shows and theatres upon the young, and although some attention has been given to these petitions, we feel that there is need of greater and more faithful insistence on keeping children away, even if it were by fining the proprietors of the above mentioned institutions.

What we need most at present is good literature that may help in newly organized mother's meetings. All suggestions about mothers and the way to care for their babies and for themselves will be greatly appreciated. All suggestions about training

mentally and morally will be of great value too.

Please help us by sending us the material and by your prayers and interest in the work in Bulgaria for the mothers and the child.

P. S. At one of the lectures a teacher from Bohemia was present. After the lecture he begged me to

give him some of the literature of the Mother's Congress so he may translate it in Bohemian. I told him that I will write you about his desire. It will be fine if this work starts in Bohemia as well; of course it cannot be begun earlier than the cessation of the war.

## A Parent's View of Educational Problems

By MRS. HENRY O. HOLLAND

I have conversed and corresponded with parents in several cities and in many walks of life, parents, male and female, parents educated and illiterate, parents positive and negative, parents conservative and aggressive, parents theoretical and practical to bring in condensed and modified form the consensus of parental opinion as I have gathered it on educational problems.

The fact that there was a desire in the hearts of the women principals of our city for the parents' viewpoint of educational problems, I interpret as one of the signs of the times of the felt need of coöperation in fuller measure between home and school. President Eliot at the close of twenty-five years as president of Harvard, when asked what had been his leading aim during all those years, replied "To secure coöperation." There is no word in our language more highly charged with what is vital to human destiny. The warp and woof of what we call modern civilization is made up of coöperation. Coöperation implies partnership, mutual understanding sympathy. The home and the school are the two great agencies engaged upon the training and the teaching of the children and they can no more work independently without the risk of seriously harming the children than could two sets of scientists engaged upon growing plants in the agricultural department in Washington without consultation and agreement and

yet hope to reach any satisfactory results with the plants.

Parents should be a part of the educational world. It is their duty to familiarize themselves with the genesis and exodus, the wanderings and the final deliverance of right educational ideals. They are the natural great other half in the educational world and quite like the Western continent this other half of the educational world has been a long time in getting itself discovered.

The point of view of the parent is a vastly different one from that of the teacher. It is no disparagement to the teacher that her ambition is almost invariably for a successful school, while a parent's ambition is always for the success of the individual pupil—her own child.

In the old system of education the one great aim was for the production of *power* in the pupils, the amount of knowledge obtained was an incident by the way. In the new order of things there is a radical change of method. Instead of the curriculum designated for mental discipline, we have the *enriched* course of study and the aim is to give knowledge and enjoyment. In many ways the change has been a salutary one, but I find many thinking fathers and mothers asking the question, Has the change been too radical? In all reforms the pendulum swings fast and far and then starts on its backward swing. Some of the splendid men who planned

the changes of method nearly twenty years ago are propounding the same question for they realize that there is danger in laying too much stress on knowledge, too little on power.

The newer method of education is pleasanter for teacher and taught. The getting of knowledge satisfies curiosity—the getting of power fatigues the mind. There is a spontaneity in the study of facts—there is irksomeness in the study of principles. The teacher naturally enjoys seeing tangible results and so do parents. Pupils master facts quickly—they master principles slowly. As a mother, I realize that the attractiveness of modern educational methods seems to put in somber contrast the plain everyday duties of life, that must be met and mastered by the child.

Today, we have concrete teaching in our schools and it has great value. There is a danger that it may be carried too far so that the illustration may remain in the child's mind and the principle be lost to sight. In the following problem, the placing of the emphasis on the concrete thought—candy rather than the abstract thought—how many may prove too much candy and too little number. 2 sticks of candy and 4 sticks of candy are how many sticks of candy?

The child's nature is three-sided. I like to think of it as triangular, having the physical for the base, the mental and the moral for the sides. How literally true this figure is for the child's physical nature is verily the base of his whole life.

My small boy is a splendid specimen of physical development. It is natural that we should wish for him the fullest and best development of his physical powers and natural, too, that we should be on the alert to see whether the routine life of the school-room is helping or hindering his best development. Some years ago when he was seven years old, a second grade boy, his deportment mark took a sudden drop in the spring term. I took the little chap on my knee and pointing to the mark asked him if he knew why his record was not as high

as usual. After thinking very earnestly for a moment he said, "Mother, I don't know unless it's because I wiggled a lot." The expression was so amusing I repeated it to his teacher, and she replied "Bless his heart, he *did* wiggle a lot." The rule of the school prohibited moving about, getting up and sitting down, and hence, the lower mark. I would not have you think that I favor wiggling, but I cannot honestly say that I condemn the small boy for relieving his muscles that tingled for exercise. I have told this incident to emphasize this great truth—childhood is a motor period when the heavy muscles are constantly calling out for exercise and the mental powers are very immature. Growth in childhood is vastly more important than acquisition of knowledge. The body of the young growing child demands attention far more than the mind. The building of a vigorous, well-proportioned body is of supreme importance for a sound and vigorous body and a tough nervous system are *absolutely* essential to the life success of every boy and girl." An unused muscle is a moral infirmity and every morbid nerve is an invitation to crime. Growth in height is expensive. Muscles, nerves and arteries must be lengthened and readjusted to the larger bones.

A century ago, life was lived in the open and the simple farm life offered abundant opportunity for physical exercise, nature study and manual training. Since that time, there has been a revolution in our mode of life, and the balance and working of all our organs have been disturbed, for our vital organs owe their development to the stimuli of muscular action.

To provide proper and sufficient exercise in our schools is our paramount duty. When all our teachers can be persuaded that they are neither wasting time nor stealing it from more necessary studies, when they are daily training the children in physical exercises or leading them in some hygienic game, the larger part of the problem will be solved.

The vigorous, hearty games that

children love best involve the heavier muscles and exercise a large amount of muscular tissue with very little nervous expenditure. Such exercise reacts on heart, lungs and all vital organs and stimulates healthy growth. To my mind, it would be well to have play out of doors when possible a requisite on every school, not simply a privilege or reward.

Have you ever thought, aside from the physical value, of the mental value of a game of tag? The senses are alert, attention is sharply focused, the situation must be perceived and judged and the opportunity seized, thinking and willing are united; self is forgotten; shyness disappears; the child learns to adjust himself to others and he makes spontaneously in this and other games, the first really moral distinction in his conception of fairness and unfairness.

I verily believe my boy's deportment record would have remained at its former mark had he had *two* ten minute periods of vigorous exercise or play in each session during the spring term.

Our schools should oblige all parents to send their children to school clean and that no child should be allowed to enter the room with dirty hands or face or unkempt hair. To help carry out this plan our schools are being equipped with wash rooms. No child can be self-respecting who is dirty and the danger of disease is greatly increased by the presence of dirt.

Ruskin says: "Education is to lead human souls to what is best and make what is best out of them." The main aim of education is not to see that each child gets the contents of the school curriculum into his head, but through the use of it, to gain a love of its contents and the power that comes of it to think, to act, to feel, to master, to be self-directing.

The curriculum of our modern highly organized school system dealing with forty to fifty pupils to a grade is necessarily based upon the assumption that the average child of a given age represents a fairly uniform degree of intellectual development

and is capable of regular progression, from grade to grade at arbitrary periods.

Theoretically, all pupils of a given grade are able to do the same work and advance at the same rate but practically it is true that great difference of power exists as well as difference in mental acuteness, in mental grasp, in industry, in ambition, in physical and nervous health, in regularity of attendance, in home advantages, in inherited mental capacity and racial peculiarities and limitations.

President Eliot says the curse of our present school system is uniformity and that it is full time that we begin to individualize instruction. To make possible this much desired change, he suggests that the number of teachers in all our schools be doubled.

The world needs individualized men and women and women with robust conscience-led personalities. While the teachers in our schools are obliged to live up to the rigid school curriculum and its accompanying rush, the relentless grind must go on and gentle poetic Tom, sturdy mechanical Dick and literary Harry must go through the same identical processes, during their most impressible, formative years. How I wish a large part of the curriculum could be omitted from the formative years of children's lives and that large inspiring aims with points of direction giving the teachers large freedom might be substituted.

A farmer in Boston had a colt  
That couldn't be taught to moo,  
And he kept his cow under lock and bolt  
Till the smith could make her a shoe,  
His ducks wouldn't gobble, his geese wouldn't  
quack,  
"I'm clean discouraged," he cried, "alack,  
I'll give up my farm in the fall!"

To fit man to schemes of education has been the mistake of the past, to fit education to man is the work for the future and let us remember that each child's soul must be wrought into the process. A good school should permit its pupils to present the same



individuality that is seen in a forest of trees or a garden of roses.

There are no two ways about it, the schools of the future must provide more sympathetically for individual culture. Sheep, oxen, horses and dogs have individual attention, why not our children? Let us keep the tracks clear ahead of the children's own schemes and enterprises. Let us strive to make freedom the path, truth the goal. Let us give the children freedom, and teach them self-reliance and prove to them that there is a great gulf fixed between liberty and license.

This is the gist of my argument, if so it may be termed.

The all-around development of the nature builds strong character. Indirectly the right physical and mental training for which we are working develops the child morally. There may be principals who consider this phase of education as belonging strictly to the parents, but let us see whether it is possible to place the full responsibility there. Education in its best and broadest sense is character-building. There are two distinct parts to education—the getting of knowledge and the development of all the God-given powers and faculties of the child's mind and heart. The first is brought about by *teaching*—the second by *training*—teaching is causing another to know; training is causing another to do. *Knowing and doing* cannot be separated for in every act of teaching there is training and in every act of training there is teaching. Right here then is the most imperative need of coöperation between teacher and parent.

Nothing in the whole world overweighs in value—strong, noble, enduring character. The building up of such character is the chief end of the two great educational forces of the world—the home and the school.

We can live and prosper as a nation whatever the fluctuations of the stock market, whether the president of our choice does or does not occupy the executive mansion, for our life as a nation depends not on things, but it

does depend on the opinions and principles now being fixed in the minds and the hearts of the boys and girls in our schools. These opinions and principles and the moral character developed by them will determine the life and character of this nation for the next half century.

The foundation for civic righteousness must be laid in the home and the school, for civic righteousness is but individual righteousness multiplied. A community can rise no higher than its individual members. When we think of the time and strength and money that is spent in caring for our criminal classes we cannot but think how different the result might have been if the same amount of time and strength and money had been spent upon these same criminals at the time when every habit of life was getting its direction. The early years of childhood are the vital ones for consistent character building. Horace Mann has said: "Where things are growing one former is worth a thousand reformers."

Few will deny that moral training is of greater importance to the welfare and the life of a nation as well as the happiness and success of the individual than a knowledge of the common branches. Nothing in this world can be truer than that the education of the head without the training of the heart increases the power for crime, while the training of the heart along with the head increases the power for right living. Facts learned day by day may or may not be used. Moral acts are performed almost every minute of the day; and there is scarcely an intelligent act that is not accompanied by a number of moral acts. Moral acts are not only the most frequent, they are the most important and determine character. They are also most difficult to instil. What then should be the attitude of our schools, toward the moral education of our children?

To know what is right is a necessary condition; to selecting the right and avoiding the wrong. Without *knowledge* there can be no moral act. Children are non-moral not immoral.

Their moral sense has not been developed and much of the so-called immorality of children is but an expression of their utter ignorance on the whole subject of morals.

Is it not then the highest duty of our schools to see to it that the children are systematically given through pictures, stories and songs, that information which will enable them to recognize the right and then trained to select the right and avoid the wrong? Only through the feelings can we influence the will and only by the aid of the will can we influence conduct. This definite moral instruction is needed far more in the young children's lives than in the life of the college student or high school pupil because his habits of life are yet to be formed.

The average boy leaves school at fourteen, many much earlier. These average boys go into business. Are they morally equipped with the business principles of honesty and truth-

fulness? Unless the habits of honesty and truthfulness are formed in early life they are not apt to be formed at all. If the home and the school do not train these embryo business men, the drift of a large percentage of them must be into vagabondage and crime.

Judge Jaggard of St. Paul states that between the years of 1850-1880 while our population doubled, crime increased eight times. In 1850 there was one criminal to every 3000, in 1900 there was one to every 700. A Christian warden from a large prison writes thus: "The state should make it imperative that methods of examination for teachers be changed, that teachers be fitted to teach those things which influence life."

All these considerations lead to but one conclusion—the greatest need in our public school today is to increase the quantity and improve the quality of the moral training.

### **Spiritual Guidance of Children\***

It is a very great pleasure for me to be here today and, although I was little pressed to come, it is well worth it. I spoke last night in Sunnyside, changed cars at two o'clock this morning, but I am here feeling fine, only a little bit sleepy. I just said to a friend of mine that if all the members of the Congress can go to sleep we can have a rest anyway from the strenuous tasks that are before us. I am also very sorry to say I will only get just this little touch of the organization, owing to the fact that some time ago I made an appointment which will make it necessary for me to leave at 6:30. I expect to receive, however, in just this short period, vastly more than I am able to give. I presume every one of us has wondered a thousand times what Jesus did from the time

he was a baby until he was a man. I've wished many a time that the Bible had told us what kind of games he played and what kind of food his mother fed him. We do know something about the kind of clothes he must have worn, but we would like to know what he talked about, what he said.

One of the richest experiences of my trip to the Holy Land was the day I climbed up the hill at Jericho and sat down there and wondered what the little boy Jesus used to say when he ran up to the top of the hill. I never fully understood and I do not know now, but a little experience the other day in Philadelphia helped me to understand, why the Holy Spirit did not record more of the boy life of Jesus. I was passing a great store window which could have had a

\* Address given at the Ninth Annual Child-Welfare Conference, Portland, Oregon.

lot of things in it, but which had just one thing in it with a little decoration to make it look nice. I wondered they didn't put more things in it and I said as I looked at it, it's because they want to show the main thing. And so the Holy Spirit just gave us a little bit of the life of Jesus so we wouldn't miss the main thing. You are familiar with the text, "and the child grew in wisdom." And the child grew in wisdom, that is mentally; and the child grew in stature, that is physically. I don't think we have ever had the right picture of Jesus painted yet; they make him look too weak. A man who could enter a room and by the very look of his eye drive the thieves out, was no weakling in his face. He grew in wisdom mentally; He grew in stature physically; He grew in favor with God spiritually; He grew in favor with man socially. In modern times we would say He was a great mixer. He could sit in all the holy sanctuaries, He could go into the High Priest Houses and He was perfectly at home, perfectly poised socially, He was the all-round character.

Every boy, every child has a right to grow in this threefold way. And our country has spent lots of money, millions upon millions to give the children a chance mentally. We have also spent large sums of money, not enough, but we have spent large sums of money in giving our children playgrounds and a chance to grow physically. My! how they need it. I am just in my prime; never worked so much, never enjoyed it so much, never stood it so well as I do now, and yet, companion after companion has gone down and I can trace down to the days when they were boys. Likewise the women of my age that were girls with me have broken down when that heavy strain comes upon adult life, because they didn't grow physically. We cannot strike hard enough, we cannot strike swiftly enough, nor powerfully enough at the enemies of our boys and girls physically, for they ought to have a chance to be great, fine, and splendid

men and women. We are also spending large sums of money and are giving a great deal of time that our sons and daughters may be graceful, may be decorous, and may be socially fit. I am here this afternoon to plead especially that the fourth element, the religious element, should not be neglected. I am almost afraid it is. There are thousands of parents that are exceedingly anxious that their children should be educated. They give them all sorts of chances to be what they are physically and train them socially. Of the thousands upon thousands of mothers and fathers who attend to these three sides of the character of their children, I wonder how often in the last ten years they have kneeled in prayer with their own children.

I have been talking with the public school leaders on some manifestations of morality on the part of public school scholars, and last night in traveling with Mrs. Preston, of Washington, who spoke at the same meeting, she was telling me some of the conditions in the rural and city life of Washington. And I said to Mrs. Preston, "I do not know what you think about it, but I do not believe that it is possible to bring a nation up to a high state of morality without having in the hearts and lives of the citizens of the nation, a strong religious conviction." So I am here to speak especially for the great religious life, the heart life, for if we train the intellect of our children without training the heart life, we have made them stronger and more dangerous, for if a boy is original and bad, he steals five dollars and we send him to jail, but if he is thoroughly trained and bad, he is sent into the United States Senate and steals a million. I am prepared to say with great deliberation that if you train the bodies and if you train the brain, if you train the social powers without the religious, you have only the social charms; but if you have the social charms and the intellectual strength and the physical power to endure the strain placed on the religious, then

you have a man that you are proud to own as a son and that any city would be safe if they elected him mayor. I do not need to argue that in the presence of this company, but I wish to take the next step in my argument, that if this training is ever to be done it cannot be done by the church or the school, but by the parent. I had Sunday School training as a boy and had church training as a boy and had the privileges of the public school as a boy, but I would not take the memory of my old farmer father taking time out of every day to pray with us children; I would not subtract that memory from my life for any memory that I have. The Sunday School and the Church may get at the children when they are as young as three for pretty definite training, but they can't get at them much sooner. I want to ask you this afternoon if you ever have felt impulses moving in your soul that you could not tell where they came from, sometimes bad ones, sometimes good ones. I am sure that I can prove that most of these impulses come from impressions that were received before we are three years of age; before memory became able to recall what so and so said to us and made such an impression, but the little child learned from the expression on the mother's face, from the picture on the wall, from mother's voice, from the atmosphere of the home, from the worship, from the love, from the little story: for the children begin to hear stories attentively before they are three. And if the right story is told and it is told in the right way, and the right song is sung in the right kind of voice, the little child before he is three has the strongest kind of impressions. A day may come like President Wilson is passing through today. He is upon my heart constantly and I thank God that way back in his boyhood life he had the right kind of impressions. In these days of storm and strife—oh! would to God that the parents might understand it better than they do; oh! would to

God that the Church would give a light to the parents and teach them. And it is the burden of my message that if the Church does not teach religion to the child, who will? In our country, with the separation of Church and State, it will practically be impossible for the public school to ever do it.

My public school, my college, did not teach me to be a father; and if they had, it would be purely on the hygienic side. I needed to know about the religious life of my child.

One day on my way from a convention I was informed by a friend of mine that a woman in the next coach wanted to see me. She was heavily veiled and she was weeping. I sat down beside her; I was puzzled to know what she wanted. She said, "Mr. Pearce, I have been to the convention and I am troubled." "What is the matter? May be I can help you?" She said, "When my little girl was eight years of age she wanted to give her heart to Christ. I thought she was too young." Oh! how little she knew about the child's heart religiously. "And I held her back. Now she is twenty," speaking as if her heart would break, "she is living a worldly, wayward life, and my heart is just breaking." What that woman needed before that child was born into the world and when she was little, was to understand the religious life of the child Jesus, to know the religious traits of the child heart, and when that little girl of hers reached out to take hold of Jesus Christ and her heart turned up toward Christ like the Portland roses turn up toward the morning sun, that mother should have known how to take care of it, and that day when she was crying she could have been rejoicing over a fine, Christian woman. Oh! that the Church of Jesus Christ might see that if this thing is ever made we must train the parents. I am glad to say that we are making some progress. I am very hopeful; this of course is enough to make you hopeful. Oh! it is fine to see your interest in the child life of the country,



and there is also a great hope in the Church. First, there is the regained interest that I find everywhere. I find parents seeking me to talk about the religious life of their children. They want to know what kind of books to read; they want to know what to study. Second, there is an enlargement of the Church School. We have called it the Sunday School. I have tried to get people to call it the Church School, because the school belongs to the Church. I heard a man say not long ago something like this, "The Sunday School and the Church." The kitchen and my home; that is not the way I talk about it. The kitchen in my home; I have an investment there and I would not have it leave my home for anything, it is great! And Mrs. Pearce has an interest there, too. The whole thing is the home. I am trying to get the people to say the teaching service of the church, the preaching service of the church, the prayer meeting service of the church, and so on.

Now the Church School is enlarged in its capacity. It might surprise some of you to know that we have 600,000 men in the Y. M. C. A., 6,000,000 men in the School of the Church. If you women don't look out we are going to have more men than women. Oh! the women are going to catch up all right. We have sort of encouraged the men; we have sort of thought that the men were the greater need, for they were so far behind, but the Sunday School is aiming not only in its reach for the masses of humanity to get the men, but they are going down there now to catch the baby when he first comes. I was telling them down in Alabama of a baby that was enrolled in the cradle roll of the church before he was seven minutes old. But, they told me that they had one enrolled down there when it was two minutes old. And when I was down in Georgia, I was told there of a baby who was enrolled the minute he was born. First, we have the classes for the little bits of babies, then we have those for the children of kindergarten

age, then we have the lessons suited to those of public school age. Then when they come to be of the teen age, the boys and girls are so full of life. A minister asked me the other day, "Mr. Pearce, what will you do with this crowd of young fellows in the teens, tearing everything to pieces, destroying the furniture, and always doing something." I am at loss to know what to do with them now, for their activities are worrying me, but just wait until they are elders and deacons and then they will be dead enough to suit any preacher. You know a boy in the teen age with his various activities reminds me of a fine, prancing horse I used to own when I was a boy. This colt was so active that I had to work him every day; that is, if I didn't want him to run away and break my father's buggy.

We are gaining 200,000 members for the Church every year. We are having the men's classes for the men and the women's classes for the women; we have another department for the old people who can't come. It is a wonderful epoch in the life of the Church School, it takes in every phase of adult life. Here's a Church School which has a class for the middle-aged men and for the old men, the youngest one seventy, the oldest one ninety. We are grouping them now for training and the one great group we have is the group of parents. At last we are coming to see the parent needs help, and I don't know what the final method will be, but I presume it will be something like this, the training of the parent throughout the entire nation.

A man came into my office one day, an old, white-haired man, seventy-five years of age. He said, "Mr. Pearce, I have been spending Christmas with my father." Isn't that great? "My father is ninety-seven years old." Imagine that aged father leading a class of adult culture, teaching them to be better fathers and mothers. We will take the parents of the little children that need to know the lessons that will

help them, that will enable them to give to the little children the religious training that they need; the religious culture that they must have to understand the child heart that naturally turns toward God. You notice that I add parents, for I want to say to you that we will never win out until father and mother work together. My! I wish you were all men for a minute now, I'd like to tell you what I think about it.

However, I would like to ask the mothers in this audience a question. How many of you mothers have a son who is in the teen age? Now, I should like to ask if any of these sons are angels? If they are, you will have some new problems as sure as you live. I have a son who is a sophomore in college. He is a member of the glee club, he is captain of the baseball team, he is a member of the football squad, he is secretary of his class, he takes out most of the college girls, and he is attending college on the side. He takes after his mother. When you get to the teen age, you get a new problem, and the parents will need an entirely new course of study. All the parents will be brought together in groups. I don't know how long the course of study will be, or if the classes will meet on Sunday or on Tuesday, in Buffalo or in Massachusetts. The Church is entering into the spirit of this movement and this makes the outlook a very hopeful one for the coming generation.

Another manifestation which encourages me very much, and I am speaking of that to you, is the working out of a curriculum, gathering a great deal of material that can be used right tomorrow, yet there is a still greater need for a carefully planned curriculum for the parents, not only for the magazines and books that are published as a cultural reading, but for a regular course of study for the religious training of the parents in all the churches. Then, I am also grateful for the community training classes of religious education, for the training of leader-

ship in the world of religious education.

I am going to take one concrete instance, Oak Park, Illinois. You will please pardon me for saying that Oak Park is so respectable that I didn't know that anything religious could ever move it. Do any of you live in Oak Park? I have a lot of friends there. The people there are the most respectable in Chicago outside of Evanston. Both places are so fine that I didn't know anything would ever touch them religiously. Boston is another one, parts of Philadelphia, I could name them all. Oak Park, last fall, decided that they would have a community training school of religious education. I am not going to describe the whole school except to say that they are meeting once a week, and it takes in the public school teachers, the Sunday School teachers, and all of them. Last fall when it opened, they enrolled 214 parents for a three years' course in religious education for the Christian character of their children. I am convinced that in all this country, schools will be organized for the right kind of training of parents for the leadership of their own children.

I accepted the chairmanship of this department with great reluctance, for my life is already too heavily loaded to do any one thing in the proper way. While I hesitated, my desire to see this work reach its final conclusion overcame my hesitancy.

And lastly, may I say this work in closing, about that four-fold life that I spoke of in the beginning. It is not as if it were a fourth room, with the social in one room, the physical in another room, and the mental in still another room, it is not like that at all. Let the meditation of my heart; let the words of my mouth be all that they ought to be. Oh! the impure speech! God help us that the lips will speak pure words and the mind will think clean thoughts, and the future will produce a type of manhood that will be a living sacrifice for their fellow men. But God grant

that we may so work and so live and so pray that we may take the childhood of this continent and lead them to Jesus Christ and to the fine, pure, clean, noble and religious life. What will it profit America if we irrigate the deserts, if we mine the ore, if we pave the streets, if we clear the forests, if we build cities, and lose our children? I know a man who made millions; his wife died; a degraded

son shot in a brawl; his daughter went bad, and the old man died broken-hearted. What will America give in exchange for children? In the name of God, in the behalf of motherhood and fatherhood, and for the sake of childhood, I admonish you, let us give ourselves earnestly to the religious training of the childhood of the world.

W. C. PEARCE.

## Child Labor and the School

BY HELEN T. WOOLLEY

Head Worker Permit Bureau, Public Schools, Cincinnati

A few years ago while attending a large national gathering of social workers, I was startled to discover that a large group of them thought it a mistake to place the authority to issue working permits in the hands of the school. They argued as follows: "The entire movement for better child labor laws has come from independent social workers, not from the school. Either the board of health or the department of factory inspection is a more suitable agency for issuing working permits than the school. The schools are unprogressive, even reactionary. Their interest is centered in the children who do well in their present limited curriculum. They care nothing for the great group which is failing in our present type of school, and that is the group from which the working children are most largely recruited. If the schools were given the right to issue working permits, they would make it a means of getting rid early of all the children—particularly boys—who were being troublesome. We admit that theoretically the school ought to be more interested in every phase of the welfare of children than any other agency, but unfortunately it is not awake to its possibilities."

That this criticism was not deserved by all school systems I was certain, for I came from a city in which

the Superintendent of Schools had been one of the most powerful agents in securing better child labor laws, enforcing them when secured, and providing further educational opportunities for children in industry. To what extent the criticism of the social workers holds of school systems at large I do not know, but assuming that there may be some foundation for it I should like to present a few reasons why the schools ought to take an active part in securing wise child labor legislation and in helping to enforce it.

The most fundamental reason is an ethical one. Any school system which is not vitally interested in the ultimate welfare and success of all its young charges is falling far short of the vision of its function in the community. In every school system at least half of the children who enter, leave school to go into business or industry at an age when they still need the protection and supervision furnished by a good child labor law. The school which takes no interest in child labor laws is neglecting the most elementary provision for the welfare of half of its children. But aside from this general ethical consideration, there is an immediate practical one which is very urgent. The only type of child labor law which can be effectively administered is one

that is so related to the compulsory education law that its enforcement is thrown into the hands of the school authorities. A child labor law to be really enforceable should contain the following provisions: (1) that a child must be either at work or in school up to a certain age (not less than 16 years, (2) that he may leave school to go to work or to stay at home only after receiving a permit issued by the school authorities when the child has fulfilled certain requirements (as a minimum 14 years of age, completion of the fifth grade in school and a certificate of health); (3) that the working permit must be issued to an individual employer, and returned directly to the issuing office by the employer when the employment is terminated (this provision of course means that a new permit is necessary for each position taken, up to the limit of age provided by the child labor law); (4) that the truant officers be employed to follow up each working child who cannot be accounted for, just as they do each school child, and see to it that every child is either legitimately employed or in school.

The reason that such a law is the only enforceable one is that the truant officers are the only officials who can be called upon to do individual follow up work. No board of health, and no department of factory inspection is so organized that it can follow every individual child who enters industry. But the truancy department, with a comparatively small addition to its force, can extend the system to investigate not only cases of children who are still in school, but also those of children who have gone to work. It merely means that

cases of working children are referred by, and reports are made to that department of the administrative office of the schools which has to do with issuing working permits, while cases of children who are still in school are referred by school principals. Without such a follow up system, applying to every individual child who is within the age limit for a working permit, any complete enforcement of a child labor law is impossible. Departments of factory inspection which are fairly well manned, and are interested in child labor, can secure enforcement in the large industries employing children, but they cannot deal with the scattered and shifting employers who take but one or two children at a time.

In addition to the fact that the school system is the only agency equipped to protect adequately children in industry, the plan has the advantage of giving the school immediate access to information which is of the utmost importance to its own future success. Pressure is being brought to bear upon the schools from every side to force them to remodel the curriculum with reference to the demands of business and industry. The criticism is that the masses of children now turned out by the schools are not trained in such a way as to be fitted to enter the occupations into which they must go. There seems no better way for the school to form a first hand judgment as to the justice of such criticism than to follow its children into industry, know what the demands made upon them are, and note which ones succeed and why.

—*The American School.*



## **A Rural School**

MRS. E. E. KIERNAN

A neighbor and I who became interested in some of the children attending the rural school near us decided it was a poor place for children to spend so many of their waking hours in—bare and gloomy and not even clean. So we visited the school and asked the teacher—a wide-awake, energetic woman, if she would co-operate with us in renovating the building. We also asked the children. Everybody agreed to do their best, and quite a stir of interest crept over the room. But we could form no plans until the school board was consulted and their assistance asked. To our surprise they were much pleased, and gave us \$9.00 to buy paint for the interior, which had never been painted. Four of the fathers agreed to put the paint on—a cheerful yellow, which, with brown stain for window and door frames, so transformed the place that we took fresh heart and canvassed the neighborhood for pictures and for funds for yellow window-shades to replace the funereal dark green ones. We asked each patron for seventy-five cents and the money was cheerfully given.

Then began a very busy and happy time. The girls came to my house one Saturday afternoon and helped make neat little sash curtains of soft unbleached muslin with a three-cent edge, and all the children worked after school sandpapering their old desks and chairs and staining them brown to match the woodwork of the room. We sent to the Perry picture dealer in town, who, as his contribution, framed them for a very little, with wide brown frames. A few green bowls full of ferns added a finishing touch.

### **SCHOOL FITTED OVER**

But coöperation touched the high-water mark for that community when the mothers got together and gave that building—windows, old rusty stove and unspeakable floor—such a thorough cleansing and brightening as

no other school in the county had ever received. The next day we gave a reception for the patrons and school directors and had speeches and refreshments, and took a collection when everybody was in good humor, for a library from the Force Library Commission at Harrisburg, which includes fifty volumes, and can be kept during the whole school year. To our great surprise we raised enough money to buy in addition individual drinking cups for the school, which has not suffered from a single epidemic since that time.

### **LOOSENING AN IRON-BOUND CURRICULUM**

My neighbor and I worked with the teacher during the year in many ways trying to loosen up the iron-bound curriculum. Birds and flowers were studied and we found that these country children knew only the robin and the blue-bird and two or three of the common flowers by name. A few talks on agriculture and domestic science, cycles of stories, such as the Greek and Norse, and special celebrations of holidays made the children so interested in their school that through all this bitter winter, and in spite of long distance, the average attendance was above ninety per cent.—an unheard-of thing in the history of this school, where it has been no uncommon thing for parents to force their children to attend school by threats and even blows.

We furnished the school with a set of really good books of songs and the children learned to like good music instead of the inane, silly songs their natural fondness for music had been fed upon. A set of Spalding's athletic library ten-cent books made recess time a new thing, for the teacher played games with the children.

For two years we have got penny packets of seed from Cleveland and the children have raised flowers and vegetables at home and exhibited

their products at the opening of school when prizes have been awarded to the best in each class.

We gave an entertainment to raise funds to beautify the school yard and entered the contest for a prize offered by the *Garden Magazine* for the most

improved school yard, and came off second. Next year when our shrubs and vines are better grown, we shall try again. The children come every two weeks during the vacation to take care of the yard.

## Some Reasons for Parent-Teacher Associations

By MRS. F. E. COVELL

Amid the multitudinous organizations which have been called into existence through the desire of an individual or group of individuals to accomplish some definite purpose, there has arisen one known as the Parent-Teacher Association.

As in all organizations those who call them into being or assume the responsibility of conducting them, must be prepared to declare a specific purpose which will secure membership interest and activity.

Having been called to serve as leader of one of the aforementioned associations, immediately the necessity of framing its specific purpose arose and resulted in formulating what seemed to me a fundamental purpose having several subheads defining its application.

That fundamental purpose I believe to be, *to further the interests and welfare of our children and our community along those lines which require coöperation*; the subheads being the various phases of activity included in the term coöperation. Two of these phases we shall consider.

The tendency of first thoughts on this subject is toward the coöperation of parent with teacher in individual cases of which every earnest thinker must admit the wisdom. But this phase must needs be of a private nature and could not come within the scope of an organization.

The first of these phases to which I refer may be defined as that whereby we as parents having community ideals may bring to our co-workers,

the teachers in our schools, our inspirations and desires, and in turn receive from them information to the end that we as parents may be intelligently aware of the rapid progress of educational methods, and grow into a sympathetic understanding of the ideals being worked out by our teachers in the interest of our children. These ideals contain the vitality of our earnest teachers and need the support of our understanding appreciation to achieve their greatest good.

The second and, as I regard it, the most essential phase of coöperation which lies within the scope of a Parent-Teacher Organization may be defined as that of parent with parent in establishing community ideals, one of which is that of securing to our children protection from an over-development through association and under-development of the individual.

This problem is demanding a solution by the parents in all communities in our cities and towns where our children can scarcely step out into their own dooryards without being within speaking distance of a playmate. Because of this proximity our children become too intimately acquainted with each other's personal affairs. When John gets a new toy his neighbor playmate must have one like it. When Tommy goes to a moving picture show John knows all about it and must go too. Then it happens that the multiplicity of social demands and the various forms of amusement are developing a restless

temperment and an unwillingness to accept a responsible share of service. Joyous service, domestic and civic responsibilities must be community ideals in our cities and towns.

It is difficult for one child to find real joy in helping mother or father when just outside the door a neighbor's child is calling "are you most through?" "Come on out," "Hurry up," etc. All service under those conditions is given under protest. Is it not for us to solve this knotty problem that our children may come to know the fullness of joy in willing service?

Every thoughtful parent is forced to admit that he is not doing his part when he fails to develop gradually in his child a sense of responsibility both domestic and civic.

Every child of school age who enjoys the privileges of a home should have some part in maintenance of that home, some task or tasks suited to his ability for which he should be held responsible. As an illustration of civic responsibility I refer to the community ideal which calls for the assistance of its every member in maintaining clean streets, well-kept lawns, and back yards. In securing a realization of this ideal our children are important factors and can be easily taught to pick up papers that have made the street unsightly, to exercise a care in putting apple cores, banana skins, candy wrappings, etc., back into the bag or receptacle in which they were purchased rather than dropping them on the street or in the street car. The solution of such problems I believe to be the great privilege of our Parent-Teacher Organizations.

During the past summer a small group of mothers, neighbors, who sought to test some of the benefits of coöperative regulation of our children's activities during the vacation, adopted and used with decided satisfaction the following plan.

Believing it is our duty as mothers to aid by every possible means the development of our children as individuals who shall think for them-

selves, recognize themselves as a part of a universal humanity unwilling to receive of the efforts of others without adequate return and who shall grow, according to the laws of all growth, gradually, constantly and surely into capacity for the larger responsibilities of men and women by doing regularly, specified duties each day which shall increase with increased ability, also that a certain period every day be given to uninterrupted relaxation, to counteract the stimulation of continuous play; we do hereby agree to assist each mother in securing these ends for our children by observing the following plans:

1. We will not allow our children to go for the purpose of play to the home of another child before ten A. M. The morning to be occupied with definite regular duties wherein our children shall share in the responsibilities of the home which they enjoy.

2. From lunch time until 2 P. M. shall be recognized as the period of relaxation. Our children shall again be detained in their own homes. At this time sleep would be desirable or reading good stories or any quiet relaxing occupation suited to the needs of the child and the home and to be determined by the guardian of that home—the mother.

The individual parents in a closely associated community cannot alone develop these ideals in their children. Joy in service, domestic and civic responsibilities willingly accepted.

All must agree that our highest aspirations, our noblest inspirations, our greatest visions come to us in the quiet solitude of our own chamber. Knowing this I believe there should be a period each day when our children shall be secure from all interruptions of playmate or parent that they may feel the image of their own inner life, think their own thoughts, try out their own ideas and thus grow into a conscious recognition of their own inner power, their life purpose. This privilege I regard as the most precious possession of your child, of my child, of every child.

Therefore I believe that a community awakening to its value and need of protection and nurture is one of the great opportunities of our Parent-Teacher Associations. And that in

the establishment of this community ideal we will meet a need of our children as expressed by H. W. Mabie when he wrote "Send some one, Lord, to love the best that is in me."

## **Program and Suggestions to Presidents of Parent-Teacher Associations**

By MRS. MILTON P. HIGGINS

### **TO THE LOCAL PRESIDENTS**

The opening meeting of the parent-teacher associations in September is in some respects the most important meeting of the year because the impetus and enthusiasm with which you start the sessions is felt throughout the remainder of the year.

### **PRACTICAL SUGGESTIONS TO PRESIDENTS**

1. Your task is to lead, to make others work. Appoint as many committees as the scope of your work demands. Always choose a chairman who is skilled or talented in the branch of work you wish cared for. Try to get everyone on committees and make the committees work.

2. Appoint a membership committee in September. Have a report from this committee at each meeting.

3. Have a meeting of your Executive Committees ten minutes before each meeting. Discuss all matters of business, plans, etc. This will create a fine working committee.

4. Prepare for your meeting several days before date of meeting. You cannot attend a meeting unprepared and expect to have a good meeting.

### **PROGRAM AND SUGGESTIONS FOR THE SEPTEMBER MEETING**

1. Welcome. Remarks by the president. Make everyone feel at home. In your talk place emphasis upon the individual and his responsibility. Take for your year's motto the one word: "Together." Speak of the great need of coöperation between home and school.

2. Minutes of last meeting by secretary. In her report let her as far as possible give the subject under discussion and the main thoughts expressed in the last meeting in order that those who were unable to be present may keep in close touch with the discussions throughout the year. Three minutes is none too long for her report.

3. Report of Treasurer. Let the treasurer explain that while the dues are twenty-five cents a year, only ten cents goes to the state treasurer and fifteen cents is left in the local treasury. The state treasurer sends five cents of the ten cents received to the national treasurer and keeps five cents for its own state work. Neither in the national or the state congress is this five cents sufficient to pay for the printing, paper, postage, convention expenses and the extension of the work. Let the treasurer impress upon them the idea that it will be a privilege to add to the state and national fund, so that they may have a part in paying the expenses of an organizer who is willing to give her time to forming new associations.

4. Report of Membership Committee. At this first meeting appoint two members to represent the parents of children in each grade. These members will agree to call on the parents of the grade they represent before the next meeting and may be authorized to collect the dues and bring in the names and addresses of the new members. In this way you can secure large membership and great enthusiasm. The chairman should keep in close touch with her



committee and aim to secure as large a membership as possible of all those interested in child welfare not confining the membership to parents and teachers.

5. Appoint delegates for state convention to be held in (name of place) on (date).

6. Music, reading or other entertainment not to exceed five minutes.

7. Five-minute recess.

Have the treasurer at the front of the room and announce that during this five-minute recess dues and new memberships will be received by the treasurer. This is an effective way of getting dues paid.

8. Discussion started by a good speaker, a member, on "What can we do this year as a parent-teacher association to help our school?" Have two or three teachers and the principal of the school tell how parents can best help them. Have several parents state how they think the school can help the home. Compare your school with others in your locality.

9. Announcements.

10. Refreshments, if any, with social chat, introductions, etc.

11. Adjournment.

#### SEPTEMBER DISCUSSION

*Notes, Suggestions.*—What can we do this year as a Parent-Teacher Association to help our School?

1. Loyalty to teachers. Let parents and teachers work together in harmony and agree to go direct to each other with all troubles and grievances. This will help more than you think. (a) The parents can show loyalty to the teacher by friendship and sympathy. Invite her to your home for dinner or supper. When the childish criticisms reach the home try and make the child realize how much the teacher has to contend with and arouse his helpful sympathy if possi-

ble. (b) If the children have to study any at home see that they have a quiet place, free from interruption. Have the children in bed by nine o'clock. In some schools the teachers have given extra credits for this as it insures active minds the next day.

2. Improvement of school buildings and grounds. (a) What is needed? (b) How shall it be accomplished? (c) Possibly you had better appoint a committee on School Improvement. (d) Ask the teachers to have the children once a week come with baskets and brooms to clean up the school yard and sidewalks in the vicinity of the school. (e) Let the parent-teacher association provide a waste paper basket for each school room and stimulate a pride in the children to keep their school room neat and clean.

3. How can the school help the home? (a) The teacher can create an atmosphere of cheerfulness, ambition, good natured rivalry in the school room and this the children will involuntarily carry home. (b) At the Parent-Teacher Association the teacher can greet the parents and show them the desks at which their children sit, making them feel familiar with the place where their children pass so many hours. (c) The teacher can exhibit the work of the children in drawing or in well solved examples on the blackboard. Occasionally she can ask some of the children to sing at the meeting for about five minutes or speak a piece or give a folk dance. By knowing the parents she will better understand their children and how to influence them. (d) The subject of playgrounds could be discussed at this meeting.

*Bibliography.*—"Parents and Their Problems," Vol. VIII. "School Credits for Home Work," by L. R. Alderman.

#### REPORT FROM LOCAL ASSOCIATION TO COUNSELLOR

MADAM COUNSELLOR:

....., MASS. .... 191\_\_

Herewith I give you my report for .....

1. Date of meeting .....

2. Number present .....
3. Speaker if any .....
4. a. Subject discussed .....
- b. Interest and new ideas obtained from discussion .....
5. Total number of members in our association .....
6. New members this month .....
7. Problems of our association .....
8. Remarks. New work undertaken and anything of interest to other associations .....

Respectfully submitted,

.....Secretary

Use other side of sheet for further information.

Send this report to your Counsellor after each monthly meeting.

Massachusetts has districted the state and appointed a member of the state board as counsellor to look after the work in her district.

#### REPORT FROM COUNSELLOR TO STATE PRESIDENT

....., MASS., ..... 191...

MADAM PRESIDENT:

Herewith I give my report for month ending .....

1. Number of associations in district .....
2. New associations this month .....
3. Total number of members in district .....
4. Visitations and addresses I have made .....
5. Suggestions .....

6. Remarks. New phases of work and anything of interest for State work .....

.....  
.....

7. Weak associations .....

.....

Respectfully submitted,

.....Counsellor

Use other side of sheet for further information.

Send this report to Headquarters, 228 West Street, Worcester, Mass.

On the last of each month.

## Parent Teacher Department

### A REVIEW OF A YEAR'S WORK

The splendid advance made this year in parent-teacher association organization is certainly an inspiration to go forward into another year of endeavor and the varying reports from the states should bring definitely before us the ways in which we each can strengthen our own state work.

If we keep pace with the tremendous demands that are made upon us in this rapidly enlarging field, we must have not only efficient state officers and chairmen of committees, but must base all our efforts on common business sense.

The questionnaire sent out by Mrs. Walter Leroy, Chairman for the Eastern States, has brought to light one encouraging fact. We no longer are forced to beg a place for the parent-teacher association. Instead, we are embarrassed with the multitude of inquiries as to the how and when of parent-teacher organization.

Two strikingly weak spots are shown by the reports received:

First, the lack of definite information on the part of state presidents as to the exact state of affairs in their respective states, and the lack of interest, shall I say—or of common business sense that caused nineteen states to be unreported to the national chairman.

The second point that seems to me to be of vastly greater importance is

that in the reported state branches more than one fifth of all the organizations formed have been allowed to remain out of membership with the national organization. Of the older state organizations only two have apparently brought all the new associations into membership—*i. e.*, Massachusetts and New Jersey, while Tennessee nearly arrived with twenty-four out of twenty-five of the new circles brought into the fold.

Here is a problem that needs the careful consideration of all state presidents. Nearly all of these new associations that are springing up all over the country are being supplied with literature by the National Congress of Mothers, but it would appear that defective state organization allows them to drift away from membership with us.

I do not mean to be harsh in my criticism, for my own state—Washington—is battling with this very problem and it is our hope to come at some sane solution very soon.

Mrs. Walter Leroy Smith, during the past year, has made a four weeks' trip through Pennsylvania speaking in thirty-eight town and cities, and has also spoken in forty-four towns and cities in Massachusetts, and one in New Hampshire, making a total of eighty-three meetings, with fully that number of

organizations affected. Her correspondence has kept pace with her other activities, 1,000 letters having been written in the interest of the work.

Your chairman for the west wishes she could make as glowing a report covering her year's work but candor compels a presentation of facts.

Endeavoring to bring no reproach to the cause we espouse, through neglect of the home in which I am happily placed—it has been necessary to refuse to make many trips that have been urged upon me, and to do most of my work through correspondence. More than four hundred personal letters have been written that have gone into five western states, including Washington. This does not include however the general letters sent to Washington circles regarding purely state work.

Forty-four bundles of organization material were sent during the year and definite knowledge has been secured of the organization of twenty-six associations resulting.

I have been privileged to attend four county conventions in my own state and to help organize in one town, although the most effective work I have to report is the association with leading educators in four states, through attendance at the great educational gatherings of the northwest supplying these splendid teacher-friends of ours with literature and other help, and securing for us their interested cooperation.

Associations resulting from this work outside my own state I have been unable to get data on but have been told that Montana has many organizations resulting directly from the work of the state school people to whom I have sent helps.

The following suggestions are made in the interest of more efficient service:

1. Capable department chairman who will be able to offer such help to new circles that it will be to their material advantage to join the state branches.

2. A state treasurer who has the tact and ability to perform the work of a financial secretary with a finance committee assisting her.

3. An extension committee consisting of the State Parent-Teacher Chairman, Membership Chairman and Corresponding Secretary, whose duty it will be to write in turn to each new association, showing the advantage of state and national membership.

In my estimation it would be a very hard-hearted set of women who could resist three such appeals.

If this last suggestion is carried out it will be necessary first for the state president, state parent-teacher and membership chairmen to keep an accurate record of all organization material sent out, in order to ascertain where associations have resulted.

In states where the school people are actively engaged in the promotion of our work, the corresponding secretaries or parent-teacher association chairmen should secure through the county superintendents the names of all places where associations have been started. This will give the field of service for the extension committee, or perhaps a better name would be membership committee, since it appears that a paid membership of all associations in the states is the immediate problem before us.

We can render no greater service to the world than doing faithfully and with hearts full of love, the work that begins in our homes and with our own, and then if our Father so wills, it may be our privilege to step out of our own four walls and give to neighbors and friends the over-flow of blessings that have been showered upon us, and that seem to multiply through the sharing and we will come to realize that in our search for the Holy Grail the Master says to us—"He who gives himself with his alms feeds three—himself, his hungering neighbor and Me."

REBIE K. BEACH,

*Parent-Teacher Chairman for West.*



## **Program for Parent-Teacher Associations for September**

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

**FIRST TOPIC** (To be read by one member).

A PARENT'S VIEW OF EDUCATIONAL PROBLEMS.

**SECOND TOPIC** (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. SEE STATE NEWS.

**THIRD TOPIC** (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

### **LOAN PAPERS ON CHILD-NURTURE**

Send for the printed list of Loan Papers on Child Nurture and Child Welfare prepared especially for program use. The list will be sent free, provided stamp is enclosed. The papers are type-written. Twelve may be selected and kept for the season at a cost of \$2.00.

They have been written by specialists to meet the needs of parents in dealing with problems of child life at different stages of its development. Single papers will be sent for twenty-five cents and may be kept three weeks. Many new papers have been added to the list.

The Report of Third International Congress on Child-Welfare contains a wealth of material for use in Parent-Teacher Associations. The edition is limited, so that orders should be sent promptly to secure it. Price \$2.00. Send orders to National Congress of Mothers and Parent-Teacher Associations, 910 Loan and Trust Building, Washington, D. C.

### **BOOKS FOR PARENTS**

A list of 25 books suitable for use of parents will be sent to those who desire it. A Circle of 25 members can have a valuable circulating library if each member can buy just one book, or these books may often be secured from the Library.

## State News

### IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

### Annual Child Welfare Conferences of State Branches

**Massachusetts**—Quincy, October 27, 28 and 29.

**New Jersey**—Trenton, November 12 and 13.

**New York**—Poughkeepsie, October 7, 8 and 9.

**Ohio**—Canton, October 7, 8 and 9.

**Oregon**—Corvallis, October 20-23.

**Pennsylvania**—Pittsburgh, October 27, 28 and 29.

### What is State News?

CHILD-WELFARE MAGAZINE asks for reports of work accomplished from every circle or association in membership. In writing to the MAGAZINE please remember that news of nation-wide interest must tell of work actually accomplished. It is the work, and not those who do it, which should be made most prominent.

If there are conditions and needs which are problems, send those in the news given. Others may have solved the problems which are troubling you.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

### CALIFORNIA

Mr. C. M. Goethe, of Sacramento, has arranged for furnishing for our distribution 300 copies with postage, of the report of the Recreational Inquiry Committee of the State of California.

An open letter to accompany this report says:

"Mrs. Goethe and I have decided to offer to the California Congress of Mothers, twenty-five dollars, to be awarded that one of your clubs at the end of the current term sending to you as president the best account of not over 250 words, telling how it made an actuality of one or more of the recommendations from the report, in a Parent-Teacher Association. The judges for this to be selected by you as president."

Mr. and Mrs. Goethe's offer was accepted, and the requirements will be complied with.

Mrs. J. O. Cross, of Pasadena, has been elected State Historian.

The University of California, through its University Extension Division in coöperation with the Santa Barbara Normal School of Manual Arts and Home Economics, Miss Ednah A. Rich, president, has published an "Announcement of Correspondence Courses and Lectures in Home Economics." Address all inquiries to University Extension Division, University of California, Berkeley, California. Ask for Administrative Bulletin of U. of C. 1915-16, No. 3. Sent to any one upon request.

"The courses of instruction by correspondence for home-makers deal in general and in detail with the daily economic

problems of the household. The subjects will be treated in a simple manner—difficult, technical and scientific terms being avoided as much as possible. The design will be to make the work of practical use for all house-keepers, and particularly for young housewives." The fee is \$2.00. Any club may take up the work if two members register and pay the fee.

The non-credit courses in Home Economics offered now are: "Course X1, The Selection of Foods; Course X2, The Preparation of Foods; Course X3, Care and Preservation of Foods; Course X4, Feeding the Family; Course X5, Feeding of Infants; Course X6, The House; Course X7, Household Management; Course X8, The Selection and Maintenance of Clothing."

Agnes Fay Morgan writes: "Two correspondence courses in nutrition are to be offered by the Extension Department of the College of Agriculture of the University of California." The first of these, now ready, is a course covering the fundamental scientific aspects of the food requirements of the normal adult. No fee is charged.

### COLORADO

**Pueblo Children's Playgrounds—Censorship of Moving Pictures—Parent-Teacher Associations Organized in Nine Different Cities—Work of Infant Hygiene Department—Visit of National President and Vice-President.**

Pueblo is happy to report a continued and increasing interest in the lines of child-welfare work which have been taken up

since the organization of the Mothers' congress in our city.

Notably the playground movement which is developing into its proper sphere, an intelligent and instructive occupation for the leisure hours, not only for the children but of grown-ups, the later through a broader understanding of the words "social center" and "community work," which is being developed in several of our school districts with splendid results.

The report from the supervised playgrounds is one of increased interest and attendance. The little mother of Pueblo may at last be one of a band whose responsibilities rest not heavy on their young shoulders. The baby rests happily and comfortably under the shade near by while the little caretaker enjoys play as do those of more fortunate childhood. Tender spines becoming bent and crooked with the burdens are now becoming strengthened and straightened by the system of our splendidly planned playgrounds.

Little faces, pinched and prematurely aged, are becoming transformed into happy childish ones as they again learn that smile which is their childhood's legacy. The public playgrounds of a great city are the trust banks of that city's future, equally important with its other educational features. It is inspiring to watch the spirit of happy childhood in the natural environment of play. The public playgrounds extend something also for the regeneration of the boy or girl whose life has been a grind, whether unhappy or bad, for honesty, cleanliness and kindness are some of the lessons taught, and a "square deal" is being instilled into the lives of our restless, half developed youth who tomorrow will be our voting citizens.

Mothers may write a note to those in charge limiting the hour of play and feel sure it will be considered and the child be started home when requested. The parks are now spots of brightness and education to which every mother may trust her child.

#### CENSORSHIP OF MOVING PICTURES

The censorship of moving pictures met with hearty cooperation from the operators, and speaking in general we can express satisfaction with results of the committee's work which closed with letters being sent to dramatizers to eliminate the sensual features from all films.

#### COÖPERATION OF THE PRESS

We have won over the interest of the press of our city to the extent of regular columns being allotted to a report of our

doings. This department is ably edited by one of our mothers, and is far reaching in its influence.

Our council is ever helpful in its inspiration and influence on home life, and the problems that must come to thinking parents who seek to develop their children to their highest possibilities.

It is with pride we state that following a request our public library has placed upon its shelves books issued or recommended by this organization.

Twenty-five dollars were sent to the national association for the founders' day offering.

Parent-Teacher associations have been organized in nine different adjoining cities, and very satisfactory reports come from these places.

The subjects outlined and studied by our 16 different circles have proved the most helpful we believe of any one branch of our work. Calling in to help us discuss the different subjects, business men, financiers, professional men, etc., the results are beyond our expectations. In the phrase of these men, "why, the whole city is studying this course laid down by our Mothers' congress."

Our membership committee is doing fine work. Through this committee, the congress has presented to each school as an incentive to larger membership, our state flag, and although only recently inaugurated, circles report good results, one circle reporting 17 new members at one meeting.

The different circles report some special work of benefit or pleasure for their respective schools, such as victrolas, kitchen equipment, library and even so big a thing as a flag-pole for the schoolyard costing \$150, and one school district has, with the assistance of the D. A. R. established a neighborhood house which is solving the problem of a very difficult social question. In connection with this, instruction is given to girls of all ages in sewing, dress-making, cooking and general deportment. A boy scout organization is also connected with this institution.

The work of social extension is well under way and by fall we expect to have girls' circles and boys' triangles connected with several schools.

A very successful rally day was conducted and netted a comfortable sum for our treasury.

Pueblo was recently organized into a district.

#### INFANT HYGIENE DEPARTMENT

Our work through the infant hygiene committee, an outgrowth of the better baby

movement, is, being started under promising conditions, but the pioneer work of any educational or uplifting movement is slow and results only show after patient effort.

We are indeed appreciative that our child hygiene physician is so interested in this far-reaching feature of child-welfare work. We felt that this branch would be better understood if we extended to the public an explanation of our aims and a statement of his plans in examining the babies presented to him through the committee in charge of this department. The various branches of our organization are each important in its own particular interests, but we feel that the baby hygiene branch is especially valuable and beneficial as it is established for the purpose of helping the child at its most helpless age. Every beneficial movement must pass through its pioneer stage, and this branch, established in behalf of the child's physical welfare, is now in its initial stage in our city, but already have we learned of splendid and encouraging results.

The physician said in part: "During the summer months mortality among infants is always great. A better knowledge of the child's condition will save life and suffering. The child is the country's best asset. My personal interest is sincere and extended toward the advancement of this protective branch of free educational helpfulness as established by the organization of the Mothers' Congress. We are not conducting a baby prize bureau or contest, but an educational feature to safeguard the child and to help the mother in realizing the baby's physical condition. You may bring your child of any age to me Saturday afternoon, making an appointment through your chairman, Mrs. Slayden, for a personal examination free, and a heart-to-heart talk for your child's welfare afterward; if so desiring, take it to your own physician for treatment. It is the duty of parents to realize the physical condition of their children. A number of children were suffering from lack of nourishment and others from overfeeding. We find a number whose liquid diet at a very early age consisted in part of beer, which at best contains not anything beneficial for a three months' old stomach. It was found that kidney trouble threatened one baby and the grateful mother who had not before realized such a possibility, immediately took steps to offset that tendency. In examining the babies we have planned a chart to which we refer. We first number the case, taking name and address, family history, from health standpoint and habits of the child,

its diet, etc. Previous diseases, present history of its condition, general thorough examination of the child, diagnosis, information to the parent."

Those interested are glad to have the wider knowledge gleaned from the physician's talk because it will now be easier to advance the work. In connection with this branch it is stated that the mother of every child presented to the physician through the child hygiene committee in the past or future, will receive literature prepared and distributed from National Headquarters in Washington, D. C.

The visit of the National President of the Mothers' Congress and Parent-Teachers' Association, Mrs. Schoff, accompanied by Mrs. Orville Bright, the National vice-president to Pueblo, was a matter of interest, not only to the local organization which she represents, but to Pueblo at large, to organized citizenship under any head, to the churches, the homes and the schools. She is the National representative of child-welfare in all of its phases and was greeted by an audience at Centennial Auditorium, the sincere welcome of which, gratified the committees who have been planning the greeting in honor of the distinguished guests. The platform was bright with flowers, the decorations prepared for the big graduating exercises being already in place. The auditorium walls presented rather a gala appearance, 125 children's voices rang out in clear, glad chorus. The successful feature was under the supervision of Mrs. Dunkle. Then Mrs. Frank A. Wells, president of Pueblo Council, in a few sentences gave a brief review of our own organization and in gracious manner introduced the National officials, both of whom spoke to Pueblo mothers.

At the close of Mrs. Schoff's address, a beautiful child dressed in white, Miss Kathryn Albert advanced from the wing toward the National president. In her arms were clasped a great bunch of fragrant bloom, and in a clear sweet voice the little lady said, "The dainty Colorado columbine is our state flower. Upon a thousand mountains it blooms in great splotches of violet and mauve, and is frequently found at the very edge of drifts of eternal snow. I present to you, our beloved National president, a cluster of Colorado columbine, with the respect and the love of the little children of Pueblo." Mrs. Schoff, taking the hand of the child replied feelingly "that the love and respect of the little children was more to her than any honor possible to be conferred upon her." Mrs. Hoagland, an east side mother, provided the columbine.



The guests and committee were then driven through a portion of our city after which the luncheon was held at the Vail Hotel. In the neighborhood of fifty were seated. Mrs. Fred Bullen and Mrs. Herbert Black were the committee in charge of the very successful luncheon. The table was dressed in pink sweet peas and larkspur. The guests were a representative body of men and women and the happy expressions upon their faces as well as remarks, reflected the good will and appreciation of those present. The guests of honor were then escorted to their train and departed with the feeling that Pueblo was appreciative of their presence. A number of members from outside districts were present. The gracious interest and assistance of those outside the organization aided materially in making the affair a success.

#### DENVER DISTRICT

Denver too, is encouraging mothers and children to meet out of doors. By coöperation of Dr. Janette Bolles, President of the District Council and of Miss Anna Johnson, Supervisor of City Playgrounds, the various parks of the city have been the scenes of much delight and instruction, this summer. First aid lessons, song festivals (accompanied by a folding organ) and baby conferences have made an unbreakable bond between the Congress and the Home.

Even Board Meetings of the Denver District have been held out in the open.

The supreme effort of the Denver District has been the establishing and encouragement of individual children's gardens.

The culmination of this work was reached on Tuesday, August 17, when the little folk made their reports and received their credits at City Park. A big celebration with an exhibition of products proved to the public the value of such loving labor for young people.

The state work is being planned by our President, Mrs. Fred Dick. Her recent trip to the National Convention has imbued her with new ideas and with inspiration for even more active usefulness than ever before.

*The Rocky Mountain News* of Denver has opened a "National Congress of Mothers Department," with Mrs. Florence Naylor Doty as Editress. This promises to be of great assistance to congress members, as it will contain matters of moment to mothers. The Press Committee of Colorado State Congress will be grateful for helpful hints and for such matter, notices, reports,

etc., as will enlighten and educate the public about the Congress work.

#### DELAWARE

The Delaware State Conference of Parent-Teacher Associations was held at Delaware College, Newark, July 28, from 10 A. M. to 4 P. M., in connection with the summer school at Delaware State College.

The following invitation was sent out by the State Commissioner of Education:

"A Conference of Parent-Teacher Association members, workers and delegates of the State of Delaware has been called by the Organizer for the State, Mrs. Mary L. Marshall.

"All school teachers, school commissioners, and Parent-Teacher Association members are cordially invited to attend.

"The activities, endeavors, and achievements of the Associations last winter will be fully reported. Also, the program for next year will be carefully outlined.

"Addresses will be made by County Superintendents, James E. Carroll, Ernest J. Hardesty, Elmer M. Cross, Chas. A. Wagner, Commissioner of Education; Mrs. Frederic Schoff, President of the National Congress of Mothers and of the National Parent-Teacher Associations, by Dr. J. L. Eisenberg, Superintendent of Public Schools, Chester, Pa.

"To arouse state-wide consciousness and similarity of purpose, and to beget state-wide concert of activity for the Parent-Teacher Associations, is the purpose of the conference. Your help is needed to secure this end.

"The Trustees of Delaware College invite the members of the Conference to luncheon."

CHAS. A. WAGNER,  
*Commissioner of Education.*

In response to this invitation several hundred men and women from all parts of Delaware met and devoted the entire day to the organization and work of parent-teacher associations.

Dr. J. L. Eisenberg declared that while it was helpful for a parent-teacher association to inaugurate improvements for schools that they should not assume the permanent responsibility for that work, but should place it on the school board, where it properly belongs. As one who has long been actively connected with parent-teacher associations the suggestion is one that should receive attention. To awaken school boards to the needs may be necessary—to do their work is not wise or useful. Dr. Eisenberg said that superintendents who

did not see the value of parent-teacher associations were soon lost to view.

Commissioner Wagner urged every parent-teacher association to unite at once with the National Congress of Mothers and Parent-Teacher Associations, and get the benefit of its years of experience in this work, and the power for service that comes through united effort.

Mrs. Schoff gave a glimpse of the nationwide work of these associations, and told of the transcontinental child-welfare tour arranged jointly by the Congress and Home Education Division of Bureau of Education.

Mrs. A. E. Wootten, of Laurel, Delaware, Vice-President of the Delaware Branch of the Congress, presided at this meeting.

Mrs. George W. Marshall, the President, has recently suffered a severe loss in the removal to the spiritual world of her husband. Never were husband and wife more united in every movement for social uplift. Both gave the best that was in them to service for others.

It is a source of gratitude to Mrs. Marshall to see the Congress, for whose organization in Delaware she is mainly responsible, now accorded the highest place in the educational activities of the state, and its organization promoted and fostered by every leader of education in Delaware.

### IOWA

The seventh biennial convention of the Iowa Congress of Mothers and Parent-Teachers Associations was held in Cedar Falls, April 8-10. It was particularly fitting that this organization should convene in the home city of the State Teachers College, which annually sends out hundreds of prospective teachers whose privilege it will be to cooperate with the parents in the parent-teacher work all over the state.

The program was strong, including a helpful talk by Dr. Seashore, of the State University, on child-welfare research, in which he proposed three slogans: (1) Find out the facts. There can be no effective legislation without facts. (2) Prepare the profession. Teach prospective teachers, nurses and doctors, the value and meaning of child-welfare. (3) Home reach home. Administer the work in the home town.

County Superintendent, John R. Slacks, of Sac County, gave a very practical talk on what had been done in his county where every school but one has a parent-teacher association. He reported great material gain aside from the social and intellectual improvement resulting from the cooperation of parents and teachers.

Dr. M. V. O'Shea, of Madison University, gave an interesting evening lecture on the "Trend of the Teens," in which he showed that American life today tends to over stimulation and consequent early maturity. Our boys and girls are blasé by the time they are ready for college. Moving pictures, dancing, automobiling, children's parties, all act as over stimulants. These are community problems and must be solved by the community rather than by individual parents.

But perhaps the most important and inspiring part of the convention was the three-minute reports given by the delegates, showing as they did the wonderful opportunities and possibilities in this great field of parent-teacher work. A few father's clubs have been organized. The associations in the large cities reported much charity work, some meeting every two weeks for making and mending. School rooms have been furnished, playgrounds equipped, pianos, victrolas, pictures, statuary, moving pictures machines, slides, etc., have been purchased. One association put board floors in its basement, secured better windows and better ventilation. Another used its victrola through the telephone for the "shut ins." In another the birthdays of the mothers and the teachers were remembered. One club started social center meetings which resulted in a new school house with an auditorium. Another served ice-cream to the school children and also started a domestic science class. One club gave a beautiful pennant to the room getting the most parents out to the meetings. Others used pictures or statuary for the same purpose.

Sometimes meetings were held in the evening so that the fathers could come. One club held four evening meetings during the year, one of these to include the children. In one case the fathers took their turn serving refreshments. In another the parents and teacher of each room took their turn. Some clubs have a general reception once or twice a year to entertain the teachers. Others make a special effort to invite the teachers into the homes. One club reported that the teachers entertained the mothers once a year.

Various schemes were reported for raising money—school calendars, food sales, clothing sales, pay programs, etc. But the work is not all so material. One of the Cedar Rapids clubs studied to improve the curriculum. A committee consisting of three teachers and five parents made investigations through a questionnaire system which

resulted in dropping arithmetic entirely from the first year and a half. The English work is now being considered in the same way. Another association has such subjects as the Aldine method of reaching explained to the parents. One school sends out printed invitations each month, including a letter from the officers addressed to Mr. as well as Mrs. ———. This same school has what is known as grade day once or twice a year. The parents spend the first hour in the room where their children are and then go to the auditorium for the general program.

The report of the chairman of the Education Committee, Mrs. A. O. Ruste, showed splendid progress in a new line. Mothers' Congress and Parent-Teachers' Round Tables had been permanently established in each of the four district teachers conventions.

The newly elected officers are: President, Mrs. A. O. Ruste, of Charles City; Vice-President, Mrs. J. C. Bennet, Des Moines; Corresponding Secretary, Mrs. H. H. Doolittle; Recording Secretary, Mrs. C. P. Colegrove; Treasurer, Mrs. Gardner Cowles, Des Moines; Auditor, Mrs. J. A. Spies, Graettinger.

The new president, Mrs. Ruste, is remarkably well fitted for this position by her experience both as teacher and mother as well as by her long service on the state committees of the Congress. Her work along county organization for child-welfare work has been particularly praiseworthy. Mrs. Ruste's heart is in the work. She will not only continue the work so well begun by her very able predecessors, but will be able to keep pace with the ever-increasing opportunities and needs of the hour.

## MISSISSIPPI

### NATCHEZ

Great enthusiasm shown by the members of the organization.

One of the most powerful influences working in our community today is the Mothers' Club—an organization composed of the mothers of the pupils of the public schools.

The membership is about fifty. The object of this club is primarily to secure the interest of the parents in the work being done in the public schools for their children and through cooperation with the teachers and the authorities of the schools, secure the best possible training, moral, intellectual and physical for the children intrusted in their care.

Aside from its immediate aims and

objects of being an organization calculated to be mutually helpful and instructive in the community, it is unselfishly endeavoring to reach out and help those less fortunately situated.

During the convention of the Congress of Mothers and Parent-Teachers Association, which met here last May, Miss Emily Butt, of Jackson, spoke very forcibly upon the need of a home in Mississippi for the delinquent boy. The local club has taken that as their work outside of their work on the home schools.

They have pledged \$20 for the next five years toward the establishment of such a home. The small amount pledged is to be derived from the yearly dues, or in any other way that the club sees fit. The members, however, have promised to secure private subscriptions from any who may have this great and good work at heart.

A friend of the "boys" has offered the ground on which to erect a home. It is the clubs earnest wish to see a speedy fulfilment of their plans for the delinquent boys of our state.

## MISSOURI

Neither the sultry days of summer nor numerous distractions of the vacation season have lessened the ardor or diminished the activity of Missouri Congress workers, as seen at a glance over the following column. Many of the circles are meeting regularly through the summer. Reports from various sections of the state show a marked increase in this respect over last year, with optimistic prospects for fall. The work of organization is progressing rapidly, and a judicious circulation of free copies of the CHILD-WELFARE MAGAZINE, has proved a potent factor in increasing the subscription list. Calls for sample copies of the Congress's organ are urgent and insistent. Mrs. Norman Windsor, first vice-president Missouri Mothers' Congress, states in a recent communication, that she has sent in eight subscriptions personally, and that many others have resulted from twelve sample copies of the magazine sent to her.

### ST. LOUIS

The all-night camp for mothers and babies, which was carried on so successfully by the Congress of Mothers and Parent-Teachers' Association of St. Louis city and county in Lafayette Park last summer, is continued again this year.

The West Kirkwood Mothers' Club has made up its mind to build a concrete road from the city limits to Louisa Heights. This road has always been in very bad

condition. It was found that the work would cost \$600 and the women will raise the money and promote the work as soon as possible. Their slogan is, "What the men won't do we will."

#### INDEPENDENCE

Medical inspection of school children is expected to result from a movement started at the last meeting of the Independence Parent-Teacher Conference. The meeting was held in the city council chamber, and was largely attended. Prof. George Melcher, efficiency expert for Kansas City schools, was one of the principal speakers of the evening. His policy is to get the schools as much as possible and as rapidly as possible away from the habit of cramming, such, for example, as the memorizing of unfamiliar words, which the pupil may not be called on to use once in a lifetime after he leaves school. He would depend on the ever-present dictionary for such things as that and would conserve the time and energies of the teachers and pupils in the learning of things which more vitally concern their practical everyday life.

Mrs. A. L. Yingling, Historian of the Missouri Mothers' Congress, told of her recent visit to Jefferson City, where she talked to a state meeting of county school superintendents and was entertained by Mrs. Major, wife of the governor; and by L. F. Blackburn, county school superintendent.

A committee from the Parent-Teacher Conference of Independence is cooperating with the Council of Women's Clubs of Greater Kansas City for the purpose of taking hold of the Girls' Home proposition, and exerting its influence to have that institution promptly put into condition for use.

#### KANSAS CITY

The Kansas City Council of Parent-Teacher Associations, with Mrs. W. H. Jobe as president, and Mrs. E. R. Weeks, honorary president, is doing things on a large scale. The division of several hundred dollars between the national, state and local organizations was the direct result of a one-night benefit performance, given recently under the auspices of the council.

This was followed by a "rally" for congress workers, the success of which was so pronounced as to determine the council upon an annual repetition of the affair, with an all-day session and interesting program, on or near Founder's Day.

#### SPRINGFIELD

The members of the Greene County Medical Society were notified of the employment by the Springfield Council of Mothers' Clubs of an additional nurse who will have charge of baby welfare work in Springfield.

Physicians have been advised that the services of the nurse are available in all cases where children younger than five years are ill. It is expected that advantage will be taken of this opportunity by the physicians to provide a nurse for child patients in families where otherwise the cost of the nursing would be prohibitive.

The council is cooperating in the milk supply betterment campaign being waged in Springfield under the direction of the City Federation of Clubs.

#### WORK OF WESTON PARENT-TEACHER ASSOCIATION

We were organized October 2, 1914, with a membership of sixteen; two meetings per month, Friday afternoons at school building—one meeting an open session and the other a mother's circle meeting. Entire school dismissed on one Friday each month in order that teachers might attend. \$26.00 were netted us by a per cent. on tickets sold to Emma Dunn's "Mother" picture. Contributions were made voluntarily by a number each month—ten cents per month, the first dime placing their name on the national roll.

One family of seven was provided with fuel, clothing and food all winter. Through visiting people, using the telephone and interesting children in a contest for a Madonna and Child picture the membership was increased to forty-eight. The first clean-up campaign Weston has ever known was instituted this spring through our circle. Also through our efforts a cigarette ordinance complying with the state law was passed, effecting sale and use of cigarettes by minors. The cost of the graduation dress was reduced to a minimum through the renting of caps and gowns instead of an elaborate dress parade.

Our very best accomplishment has been the Sewing School which we have conducted since the close of school for the benefit of children and even women who do not know how to sew.

Two hours every other day in the week at the school building sewing is taught by women, of the circle. Once a week elementary embroidering and another day simple crocheting and tatting is taught. Over fifty pupils are enrolled, many in more



than one class. Plans are now under way for a playground to be opened when the Sewing School closes next week. It will also be supervised by parents or teachers of the circle. You see, Weston has no public playground, park nor domestic science school.

I thank you in behalf of the circle for the inspiration gained from this and other columns in the magazine.

### NEW JERSEY

The Annual Conference of the New Jersey Congress of Mothers will be held in Trenton, November 12-13, at the Normal School. Special attention will be given to country schools, for which much has been done by the Congress. Dr. Calvin Kendall, State Commissioner of Education, will preside at one session, which will bring parents and educators together for discussion of educational questions.

Mrs. Wellington Bechtel, of Haddonfield, State President, will preside. Last year New Jersey had 250 delegates. This year a larger number is looked for.

### NEW YORK

Parent-Teacher Associations have been organized in all the schools of Kingston through the efforts of Mrs. W. A. Saltford, of Poughkeepsie.

The clubs of Silver Creek, Kenwood, and at Lancaster have voted to affiliate.

Mrs. Ashtenau, Chairman of Church Clubs, asks the president of every affiliated club, to write to her (Mrs. L. Ashtenau, 35 Washington Avenue, Oneida, N. Y.) the names and addresses of presidents of church clubs that are not already affiliated, so that she may ask them to affiliate.

*District Conferences.*—With the assistance of the president and recording secretary, the state has been divided into nine districts, centering at Niagara Falls, Buffalo, Hornell, Rochester, Waverly, Syracuse, Utica, Saratoga Springs, and New York. A leader has been appointed for each district with power to select her own assistants to prepare program, place of meeting and publicity. As far as possible conferences are to be held the first week in June. The plan is to invite to these district conferences, all affiliated clubs, all known unaffiliated organizations, and representatives from towns nearby wherever there is known to be interest. This will largely be done through the school superintendent or principal. Invitations will be sent, stating the aims of the work, and the general outline to be followed by all district leaders. There will be enough

dodgers sent to each leader to distribute quite freely. It is hoped results will come from this state-wide movement in the work for home and school.

The objects of the district conferences are: to strengthen and promote state work; to make possible a free discussion of local problems encountered by organizations; to help form programs and constitutions; the morning meeting of the session will be informational, the afternoon meeting inspirational.

*Informational.*—(1) Better knowledge and understanding of mothers' assembly work; (2) for what the mother work stands; (3) financial obligation of each affiliated club; (4) membership: how to increase it; (5) program making; (6) responsibility of discovering needs and forming new clubs; (7) methods.

*Inspirational.*—Two speakers followed by discussion.

### OHIO

The annual convention of the Ohio Branch of the National Congress of Mothers and Parent-Teacher Associations will be held in Canton, October 7, 8 and 9. Mrs. J. A. Smith, State President, recently visited Canton to confer with the local committee in regard to the coming conference.

Dr. P. P. Claxton, Commissioner of Education, will address the Congress on Friday evening, October 8. The Chamber of Commerce is greatly interested in this convention. The foremost business men of the city are on the local committee of arrangements.

The Courtland Hotel will be headquarters. The rates are: Rooms, \$1.00 to \$3.50; club breakfast, \$.30 to \$.75; luncheon, \$.40; dinner, \$.75. The meetings will be held in the Methodist Church which has a large auditorium and which is just opposite the hotel. It is hoped that there will be a large attendance of those interested in child-welfare from different parts of the State of Ohio.

### OREGON

**Come to Corvallis! State Convention of Oregon Congress of Mothers and Parent-Teacher Associations, Corvallis, October 20 to 23.**

The executive board of the Oregon Congress of Mothers and Parent-Teacher Associations wishes to call the attention of the circles of the state to the state convention, which meets in Corvallis, October 20 to 23. This is the first time in the history of the Congress that the State Convention has been held outside of Portland, and it is

greatly desired to have a large and enthusiastic meeting at that time.

The circles of the state will hold few meetings during the summer, but it is very important that the work begin promptly in the fall, following the long vacation. The September meeting should be planned for in June or, at least, during the summer. Do not forget that delegates to the state convention in Corvallis should be elected at the September meeting; one delegate for each \$1.00 paid into the state treasury from the circles, ten cents per capita, for state and national dues. These elected delegates and the president of each circle or their alternates, together with the officers of the state branch, constitute the voting body of the convention.

There will be an election of all the officers of the state branch at this convention. It is especially desired that strong candidates from each section of Oregon be presented by the districts themselves for vice-presidents of the organization; one vice-president from each of the following districts: (1) Medford and Ashland, (2) Roseburg, (3) Eugene, (4) Corvallis, (5) Baker, (6) Pendleton, (7) The Dalles and Hood River, (8) Western Coast.

These vice-presidents should carry on the extension work of the Oregon branch in their respective districts and should be men or women who are interested in parent-teacher work and have time to devote to it. These vice-presidents, coöperating with the State Superintendent of Public Instruction, the county school superintendents, the state field workers in industrial clubs and the Oregon Agricultural College and University of Oregon, should unify the parent-teacher work and bring the home and the school into more vital relationship than ever before in this state.

This convention meeting in Corvallis will afford an opportunity to visit the Oregon Agricultural College and learn of the fine work that is being done there for Oregon.

Enclosed with this letter will be found printed matter, which, as far as possible, should form the subject matter for programs for the ensuing year. The national convention held recently in Portland has been an inspiration to us all. The work of the circles of the state should show this inspiration in better work in each district the coming year.

With renewed interest in our state and national work,

Most cordially yours,

EXECUTIVE BOARD OF OREGON CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS.

## PENNSYLVANIA

### BETTER BABIES CONTESTS

From July fifteenth to July twenty-fifth, the slogan in Erie was "Better Babies," and during this time—Sunday excluded—"better babies" contests, under the auspices of the Parent-Teacher Associations of the city, were held in eight of the public schools and in the school of the Polish parochial district.

Mrs. John Russell, chairman of the Child Hygiene department of the Presidents' Council, together with the chairman of this department of the various associations of the city, assisted by the board of health, organized the contests. Very active coöperation was received from the doctors, the district and school nurses, and the hospitals. As the series advanced, the interest increased—the newspapers giving free publicity by daily columns of news and frequent editorials.

In conjunction with the contests, there was on exhibition of a duplicate of the State Infant Welfare exhibit, a part of the State Board of Health exhibit, which won the gold medal at the Panama-Pacific Exposition. Also at each contest the visiting nurse of the health department gave a talk and an illustration in regard to the proper way of washing and dressing an infant, and one of the leading department stores had a representative present, with a complete outfit of up-to-date infant wearing apparel.

There were five hundred entries of children ranging from six months to six years. At the second contest there were 150 children present, but the record showed an examination of 105 babies. This included three pairs of twins.

The highest score made was ninety-eight. The tests were made from the Better Babies Standard Score Card, issued by the Better Babies Bureau of the *Woman's Home Companion*. In most cases a low score was the result of the test for measurements.

Quoting from the newspapers:

"Erie boasts a very low infant mortality, and yet if one of these little ones is lost by reason of ignorance on the part of the parents—and oftentimes there is even more than ignorance, there is carelessness—then a campaign for better babies should receive a general and enthusiastic support. Whatever is of benefit to any part of the people of the city, is of benefit to the entire community. . . . If one mother is educated how to properly safeguard the health of her babe, and how best to nourish and care for it during the infant period, when so many

little ones are taken away, the present campaign will have been justified."

—Erie Daily Times.

"The interest in the better babies contests, now being held at the various schools in this city, under the auspices of the Parent-Teachers Association, is gratifying to all concerned. But it is not the matter of gratification that is so pleasing, as the fact that the mothers have recognized the real opportunity that the contests afford for giving their children mental and physical tests.

"The benefit lies in the fact that the essential mental and physical equipment of childhood having been standardized, the physicians are able to point out to the mothers wherein their children may be falling away from the point of perfection. Some of these defects might go unnoticed until the child passes under the care of the schools at six years of age, and then be almost past remedying. . . . Many a mother will in the future, turn with gratitude to the Parent-Teachers Association and those who have given themselves so generously to these tests."—Erie Dispatch.

The Erie Sunday Herald for July 20, quoted City Health Officer, J. W. Wright as saying: "This baby saving movement embraces the best and most practical phases of eugenics, without any vague theorizing; in short a forward step that will be of truly immeasurable benefit to humanity, and one that at the same time has an irresistible appeal for every normal person. . . . It is high time that American women are putting to use the knowledge of these scientific facts involved in motherhood. Especially is the movement important here in Erie, with its large population of foreign-born mothers, who have studied hardly at all—much less carried out—certain essentials of motherhood. . . . The American women have also been culpable, in that they, as girls, gave scant thought to their destined functions of motherhood. But that is all changing now, thanks to this movement and similar ones and the subject "Baby" is to be found in the curricula of women's colleges and even in the down-east finishing schools that are always aristocratic and sometimes—frivolous! The baby-saving movement is so absolutely essential that one wonders why the world didn't wake up to it ere now. But this inertia is fast being overcome, and shortly the baby-saving idea will be a habit of life, and healthy babies will then be the rule, with but comparatively few exceptions."

## TENNESSEE

Under the direction of the State President, Mrs. Eugene Crutcher, extensive preparations are being made for the meeting of the National Congress in Nashville, the Convention City of the South. Mrs. Crutcher, who is a woman of great personal charm and tremendous executive ability, has many plans for the entertainment of the delegates and through her influence and that of Miss Cornelia Barksdale, the various commercial bodies are coöperating, feeling as they do that a visit from Mrs. Schoff and Mrs. Higgins who are known and loved by the Tennessee circles as well as from the other officers and delegates of various states will be of tremendous consequence. It is the desire of the Tennessee circles that the representation may be large and that the South may receive the inspiration given the North and West by the last Conference. Please remember to save funds to send a delegate to the next national convention in sunny Tennessee. The State capitol has been secured for the convention.

## TEXAS

The state work of most importance to Texas organizations just now lies in the valuable program material offered free to organizations in membership. This consists of study outlines and study courses.

Supt. P. W. Horn, of Houston, has contributed a study outline on "Training the Boy," by Prof. Wm. A. McKeever, while Mrs. S. Adelia Penfield, one of our members, has prepared an excellent study outline on "Training the Girl" by the same author.

Miss Mary L. Watkins, state organizer, has arranged a study course, entitled "The Home, School and Community," and with the assistance of the College of Industrial Arts at Denton, has also prepared the "Home Makers' Course."

At the request of the Congress the State University has arranged a "Practical Child Study Course" based on Miss Elizabeth Harrison's "Study of Child Nature" and upon Prof. J. M. Tyler's "Growth and Education." Each of these courses covers a series of eight lesson periods or meetings and each lesson embodies a set of questions, such as will stimulate thought and discussion.

The aid of the College of Industrial Arts in the preparation of the Home Makers' Course and in the sending out of bulletins, a package library and reference books necessary for the study of this course is proving of immeasurable value to the many organizations that have already selected the Home

Makers' Course for their next year's work, testifying their appreciation of its worth: The course includes the following subdivisions: (1) The home, its plan and decoration; (2) household sanitation; (3) science of the household; (4) household administration; (5) study of foods; (6) marketing and care of food in the home; (7) textiles and clothing; (8) personal hygiene and home care of the sick; (9) child study and some of its problems.

The congress has conducted an educational campaign on "Preventable Blindness," and the "Need of Proper Birth Registration." The coöperation of the American and State Medical Association was enlisted, lectures on the conservation of vision having been delivered in many parts of the state. Our legislative department is working jointly with the state board of health in behalf of the model registration bill, to be introduced at the next special session of the Texas Legislature in November; the assistance of the Federal Childrens' Bureau has also been secured to this end; a letter is to be sent to each of our organizations by the bureau, urging the need of this bill and offering suggestions for enlisting the support of the legislators in this important measure. In addition to this specific work, a general close relationship has been established between the State Congress, the State Board of Health and the Federal Childrens' Bureau, these two agencies having requested that our roster be sent to them in order that all matters published by them concerning child welfare, or advantageous to our progress, may be received by each of our organizations.

Mrs. Hortense Ward, chairman of legislative department, has made a generous offer to all organizations in the Congress, by extending her services free, in regard to legislative matters or legal questions affecting the home or child welfare.

### WISCONSIN

The Wisconsin Branch of the Congress has issued the following articles of faith prepared by the Child Hygiene Department,

Ida L. Schell, M. D., Milwaukee, State Chairman:

1. I believe it is easier and more sensible to *keep* well than it is to *get* well.

2. I believe that *hard* study and *hard* work under *right* conditions nerve hurt anybody; on the other hand, I believe *both* are necessary to every child's best development.

3. I believe that too many children of today sleep too little and too irregularly to expect *good* nerves in adult life.

4. I believe that too many children eat too little of the *right* kinds of food and too much of the *wrong* kinds.

5. I believe that the reason the American people is a race of dyspeptics is because from childhood they have not taken *time* enough to eat or to digest their meals.

6. I believe that it is as grave a mistake to urge a child to study when the brain is tired, as it is to urge a child to walk before the legs are strong enough to support the body.

7. I believe in *daily* exercise for every growing child—but not beyond the point of extreme fatigue.

8. I believe that the increased advantages of a *large* school do not compensate for the extra energy used by the children attending such school.

9. I believe that it is almost as unfair to ask *well* teachers and *well* pupils to use basement rooms or dark rooms, as it is to ask *sickly* children to use them.

10. I believe that it is unfair to a child's mental growth to expect him to do the work of a class when he needs "special help" two or three times a week in order to "make his grades."

(To me it's like feeding a little one "tea and crackers" or "potatoes and gravy" when he should have *milk*.—'Tis true, some thrive, in spite of the treatment, not because of it.)

11. I believe that *living* rooms and *sleeping* rooms should be on the sunny side of the house and wholly above the ground.

12. I believe that Indigestion, Headaches and "Nervous Breakdowns" should be added to the list of Preventable Diseases.